

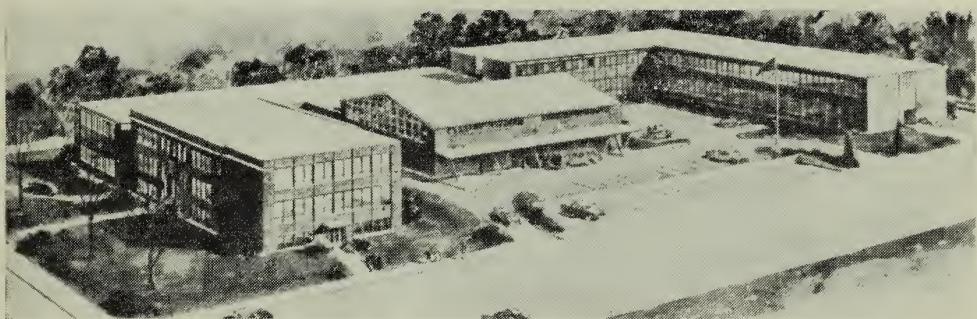
SCHOOL REPORT



PROGRESS

SOUTHBRIDGE, MASS.
1959

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**ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
SUPERINTENDENT OF SCHOOLS
SOUTHBRIDGE, MASSACHUSETTS**

DECEMBER 31, 1959

THE SOUTHBRIDGE SCHOOL COMMITTEE

1959 - 1960

Edgar J. Bourgeois, 42 Goddard Street, Chairman	1960
Lorenzo Beaupre, 131 Central Street	1960
Armand Bellerive, 176 Dresser Street	1962
Mario DeAngelis, 12 Lebanon Hill	1960
Dr. Ralph R. Racicot, 192 Chapin Street	1961
John Rossi, 18 Lyons Street	1962
Belmore St. Amant, 401 Elm Street	1961

MEETINGS OF SCHOOL COMMITTEE

The regular meetings of the School Committee are held on the first Tuesday of each month at 8:00 P.M. in the office of the Superintendent of Schools, Mary E. Wells High School Building.

There are no regular meetings in July and August.

SUPERINTENDENT OF SCHOOLS

Robert L. Fox	
Residence: 46 Columbus Avenue	Tel. 4-8400
Office: Mary E. Wells High School	Tel. 4-3285

SECRETARIES

Margaret R. Connolly, 14 South Street	Tel. 4-6513
Mrs. Leona Lavoie, 62 Glenwood Street	Tel. 4-6733

The Superintendent's office is open from Monday through Friday, from 8:30 A.M. to 5:00 P.M.

SCHOOL PHYSICIANS

Dr. William Langevin, 24 Everett Street	Tel. 4-7358
Dr. Adah B. Eccleston, 62 Elm Street	Tel. 4-8141

SCHOOL NURSES

Mrs. Lottie A. LeBlanc, 54 Westwood Parkway Tel. 4-3359
Mrs. Pauline Boucher, 13 Edwards Street Tel. 4-7772

SCHOOL CALENDAR

Winter term, seven weeks January 4 - February 19
Spring term, seven weeks February 29 - April 15
Summer term, nine weeks April 25 - June 24
Fall term, sixteen weeks September 7 - December 23

NO-SCHOOL ANNOUNCEMENT

The official No-School Announcement for all schools will be given over Stations WESO, WTAG and WAAB at 7:00 A.M. and 7:45 A.M. There will also be two sets of eight blasts of the fire siren at 6:45 A.M. When it is necessary to make such a decision in the morning, schools will be closed for the entire day.

ENROLLMENT OCTOBER 1, 1959

Grades	Boys 5 - 7	Girls 5 - 7	Boys 7 - 14	Girls 7 - 14	Boys 14 - 16	Girls 14 - 16	Boys 16 Up	Girls 16 Up	Boys Total	Girls Total
1	89	96	6	7					95	103
2	16	6	75	62					91	68
3			109	79					109	79
4			89	95					89	95
5			83	85					83	85
6			113	82	2				115	82
7			101	102	10	3	1		112	105
8			66	90	20	9	3	2	89	101
9			25	35	51	33	3	1	79	69
10			11	52	48	14	8		66	67
11				15	33	37	51	52	84	
12				4	9	40	61	44	70	
Trade		1		51		104			156	
Special		13	4	8	1			21		5
Total	105	102	681	652	213	136	202	123	1201	1013
Total Southbridge Public Schools										2214
Total St. Mary's School										313
Total Notre Dame School										864
Total Ste. Jeanne d'Arc School										242
Grand Total (all pupils attending school in Southbridge)										3633

FINANCIAL STATEMENT

	Appro- priations	Ex- penditures	Reimburse- ments	Balance on hand Dec. 31 1959
Salaries	\$545,598.30	\$543,031.58		\$2,566.72
Other Expenses (Including Transportation, Tuition, Medical Expenses, Textbooks, Supplies, Operation and Maintenance of Plant, Equipment, Capital Outlay, etc.)				
Contingency	158,512.50	158,509.13		3.37
Audio-Visual Aids	5,000.00	4,976.15		.34
Music	1,500.00	1,499.66		6.19
Playgrounds	2,000.00	1,993.81		47.21
Driver Education	4,500.00	4,452.79		218.08
Federal Lunch Program (Cafeteria)	1,500.00	1,281.92		
Smith-Hughes Fund	3,400.00	3,400.00		
General Athletic Fund	1,310.00	1,310.00		
School Planning Committee Account	2,373.26	2,373.26		
Safety Renovations	2,856.97	1,925.90		
State Aid for Schools (Chap. 70 as Amended 1948 Chap. 643)	9,000.00	9,000.00		
Vocational School, State Grant			131,613.91	
High School Tuition (State Wards)			35,603.25	
Vocational School Day and Evening Tuition and Transportation			785.20	
Refund Retirement Board (Military Leave)				10,295.19
Evening High — Russian Course				42.00
Refund on Subscription				20.00
Smith-Hughes (U. S. Gov. Fund)				44.05
				1,310.00

Cole Trade High School Clerical Services	
Veterans' Reports	113.00
Transportation Vocational Pupils	179.95
Reimbursement — Vocational Tuition	675.23
Reimbursement — Special Classes	
(Mentally Retarded Children)	
TOTALS	\$737,551.02

IN BRIEF:

Total Expenditures \$733,754.20

Total Receipts to Town Treasurer 188,731.44

NET COST TO TOWN \$545,022.76

A detailed financial statement will be found in the Town Accountant's report.

SCHOOL PERSONNEL

The name, date of appointment, official title, and degree appear in that order.

Robert L. Fox—1954, Superintendent of Schools	M.Ed.
Claire Birtz—1937, Director of Art Department (Grades VII-XII)	B.S.Ed.
Lewis Kyrios—1938, Director of Physical Education Department	D.Ed.
Gilbert Lamarre—1954, Director of Guidance and Placement Department	M.Ed.
Rosalie Rubenstein—1959, Supervisor of Elementary School Music	
Paul J. Sweet—1950, Director of Instrumental Music Department	

Mary E. Wells High School

James M. Robertson—1837, Principal	D.Ed.
Edward Desroches—1949, Assistant Principal	M.Ed.
Nora Adams—1947, Secretary to Principal	
Pauline Aucoin—1921	B.S.
Kathryn Beauregard—1922	M.A.
Rose Brodeur—1939	M.A.
Eva Casavant—1933	M.A.
Constance Coderre—1929	B.S.
Paul Duhart—1949	M.Ed.
Thecla Fitzgerald—1926	M.Ed.
Robert Hart—1952	M.A.
Genevieve Hetu—1959	B.A.
Persis Howe—1930	B.S.Ed.
Joseph Jordan—1959	B.A.
John Kowalski, Jr.—1955	M.Ed.
Barbara Kyrios—1940	B.S.Ed.
Constance E. Langlois—1958	B.A.
Harry J. McMahon—1926	M.Ed.
Donald Marino—1958	B.A.
William Nickerson—1941	B.S.Ed.
Eugene Remian—1959	B.S.
Anthony Sapienza—1954	M.Ed.
Celestine Sweet—1932	B.A.
Frances Troy—1927	B.S.Ed.
Robert Windheim—1959	B.S.
Robert Young—1959	B.S.

Cole Trade High School

Raymond L. W. Benoit—1949, Director	M.Ed.
Frank P. Skinyon—1934, Assistant Director	B.S.Ed.
Maureen Prokos—1946, Secretary to Director	

Elsie Hofstra—1933, Clerk		
Robert V. Beals—1957	.....	M.A.
George Braman—1938		
Anthony Chlapowski—1956	.....	M.Ed.
Walter J. Glondek—1938		
Leonard W. Keyes—1959	.....	Assoc.Eng.
David Knight—1956		
Lucian Manchuk—1956		
William B. Paul—1942		
Edwin J. Waskiewicz—1952		

ELEMENTARY SCHOOLS

R. Joseph Racine—1944, Supervising Principal of Charlton Street, Marcy Street, and Mechanic Street Schools M.Ed.

Charlton Street

Camella Dintini—1940, Teaching Principal	.....	M.Ed.
Kathleen Burns—1958		
Mary Chambers—1959		
Francis C. Clark—1959	.....	B.S.
Lorene Fierro—1954	.....	B.S.Ed.
Helen Golden—1948	.....	B.A.
Myrtle Harrald—1957		
Claire A. Kirk—1949	.....	B.S.Ed.
Dorothy Locke—1954		
Dorothy M. Sheriffs—1945		
Agnes Stone—1958		

Marcy Street

Anita Sfreddo—1953, Teaching Principal	.....	B. Music
Alice Dion—1926		
Josette Dupuis—1948	.....	A.B.
Francis P. Jankowski—1959	.....	B.S.Ed.
Harold E. Kinnear—1959	.....	B.S.Ed.
Edith A. Manzi—1957	.....	B.S.Ed.
Raymond L. Renaud—1959	.....	B.S.Ed.
Eva Salviuolo—1943	.....	B.S.Ed.

Mechanic Street

Francis B. Flanagan—1956, Teaching Principal	.....	B.S. in Bus. Adm.
Walter McSherry—1959	.....	B.S.Ed.
Marie J. Saunders—1924		
Donald G. Xenos—1959	.....	B.S.Ed.
Raoul O. Lataille—1939, Supervising Principal of Eastford Road, Pleasant Street, and West Street Schools	....	M.Ed.

Eastford Road

Constance L'Ecuyer—1940, Teaching Principal	.....	M.A.
Dorothy Berthiaume—1954	.....	A.B.
Laurenda Boyer—1927		
Irene Gough—1914		
Myrtle Jodrey—1944		
Joan Little—1957	.....	B.S.Ed.
Julia Morrill—1914		
Constance Morse—1959	.....	B.S.Ed.
Charlotte Ryan—1959	.....	B.S.Ed.
Marie Skaza—1949		
Beverly St. Martin—1959	.....	B.S.Ed.
Florida Tarquinio—1942	.....	B.S.Ed.

Pleasant Street

Patricia Callahan—1939, Teaching Principal	.....	M.Ed.
Elizabeth Curtis—1944	.....	M.Ed.
Marjorie Duminie—1957	.....	B.S.
Mary Winston—1951		

West Street

Vincent J. Puracchio—1950, Teaching Principal	.....	M.A.
John R. Bower—1958	.....	M.Ed.
Nicholas Costa—1959	.....	M.Ed.
Faith Dostal—1956		
Thomas Flanagan—1959	.....	B.A.
Martha Koprowski—1954	.....	B.S.Ed.
Madelene Proulx—1954	.....	B.S.Ed.
Lee Viafora—1959	.....	M.Ed.
Anne L. White—1958	.....	B.S.

Special Teachers

Stanley Naumnik—1954	.....	B.S.Ed.
Clara Reed—1941		
William E. Rinehart—1952	.....	B.S.

Cafeteria Personnel

Edith Freeman—1953, Manager	
Viola Galligan—1953	
Germaine Gravel—1959	
Isabel Laforce—1953	
Blanche Metras—1959	

Change of Teachers

Resigned

Ernest Pappas—Feb.	Mary E. Wells High School
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Gail Griffin—June	Elementary Music Supervisor
Laura Chapman—June	Mary E. Wells High School
Elizabeth Haynes—June	Mary E. Wells High School
Theodore Mathieu—June	Mary E. Wells High School
Sylvia LeBlanc—June	Charlton Street School
Mary Chauvin—June	Marcy Street School
Kathleen Marino—June	Mechanic Street School
Irma Buckminster—June	Eastford Road School
Eunice Maloney—June	Eastford Road School
Christo Nasse—June	Eastford Road School
Edward Steeme—June	West Street School
Beverly St. Martin—Dec.	Eastford Road School

Leave of Absence

Shirley Demirjian—June	Mary E. Wells High School
Maureen Moriarty—June	Mary E. Wells High School
Fayne Kowalski—Nov.	Mechanic Street School
Anne L. White—Nov.	West Street School

Appointed

Leonard W. Keyes—Feb.	Cole Trade High School
Francis Clark—Sept.	Charlton Street School
Nicholas Costa—Sept.	West Street School
Thomas Flanagan—Sept.	West Street School
Genevieve Hetu—Sept.	Mary E. Wells High School
Francis Jankowski, Jr.—Sept.	Marcy Street School
Joseph C. Jordan—Sept.	Mary E. Wells High School
Eugene Remian—Sept.	Mary E. Wells High School
Raymond Renaud—Sept.	Marcy Street School
Rosalie Rubenstein—Sept.	Elementary Music Supervisor
Charlotte Ryan—Sept.	Eastford Road School
Beverly St. Martin—Sept.	Eastford Road School
Robert Windheim—Sept.	Mary E. Wells High School
Donald Xenos—Sept.	Mechanic Street School
Robert Young—Sept.	Mary E. Wells High School
Walter McSherry—October	Mechanic Street School
Lee Viafora—October	West Street School

Retired

Bertha Foley—June	Eastford Road School
Ruth Sampson—June	Charlton Street School

Deceased

Lawrence Swenson—January	Cole Trade High School
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Change of Janitors

Resigned

Eugene Ledoux—Nov.	Cole Trade High School
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Appointed

Raoul Arpin—November

Pleasant And Mechanic Street Schools

Janitors

Joseph Brouillard—1954	Head Janitor
Raoul Arpin—1959	Pleasant and Mechanic Street Schools
Telesphore Beauregard—1957	Mary E. Wells High School
Anatole Bombardier—1957	Cole Trade High School
Wilfred P. Gauthier—1952	West Street School
Adelard Lavallee—1952	Marcy Street School
Theophile Leduc—1943	Charlton Street School
Joseph Moore—1941	Eastford Road School
George St. Martin—1953	Mary E. Wells High School

**REPORT OF THE
SUPERINTENDENT OF SCHOOLS
FOR 1959**

To the School Committee and Citizens of Southbridge:

I hereby submit my sixth annual report as Superintendent of the Southbridge Public Schools, the sixty-eighth in a series of such reports.

Introduction

When historians have evaluated the progress engendered during the decade which has just come to an end, it will probably be described as the most dynamic period in our history. Every important phase of living has felt the impact of pressures which bring about change. It has been a decade during which technology has taken practical form under the heading of automation; when, although labor and management have issues still unsolved, there has been a clarification of the reasons for this gigantic struggle. Labor would like a ceiling put on profit making, while management seeks a halt in the upward trend of wages. Both fear inflation and each feels that the other could prevent it. The question of equal rights for all Americans has finally been brought into the open and bared to the cold, hard scrutiny of public opinion. America has been faced with the first challenge to its supremacy as a world power since it took its place among the leading nations.

Education, too, has undergone many changes since 1950. Rising costs of education, a population which is becoming more enlightened and alert with each passing year, the intense rivalry between nations, and a greatly increased pupil enrollment are some of the pressures which have resulted in new approaches to and philosophies of education. In our state the certification law guarantees not only better preparation for the profession but also a greater degree of specialization. Teachers on the secondary level must be trained as specialists in their subjects, and elementary teachers must show proof of many courses which contribute to educational skill. The slow learner has his place in the educational world protected for him by law, while the rapid learner is gradually being recognized as deserving special attention. New buildings are springing up everywhere not only to provide needed space, but also—and this is gratifying to educators—to provide for programs which will better prepare young people for life as it is today.

Guidance in education had its beginnings many decades ago, but its progress, especially in rural and industrial areas, has been slow until comparatively recently. The past ten years have resulted in almost universal acceptance of the idea that vocational, educational, and personal counseling in the hands

of trained personnel is an important need in the development of youth. Visual education, including television, has a permanent place in our education system.

Although there has been a renaissance in American education during the past ten years, the movement toward educating each child according to his ability, according to his needs, and toward a better life for him has hardly begun. To the degree that it is possible, public education must meet the challenge of discovering the educational potential of individual pupils. It must then be in a position to develop these varying talents and to give to each child as great a chance for success in life as it is possible to give him. Only then can we say that we have equal educational opportunities for all the children of all the people. An unknown author gives this advice to teachers:

*“Look well, and pray you may have eyes to see
The gifts they hold so lightly, unaware
That in themselves are talents yet undreamed,
These dormant possibilities that lie
By none perceived, perhaps, except by you,
And which, save for your knowing, might so die.”*

Safe School Buildings

As a result of the fatalities in a fire in a Chicago school a little more than a year ago, there has been a concerted effort on the part of building inspectors throughout the country to bring schools up to a standard of safety which would preclude the possibility of a similar occurrence.

The Massachusetts Department of Safety has, through its inspecting officers, alerted School Committees throughout the Commonwealth to the need for changes in school buildings wherever such changes would assure an increased margin of safety for students and personnel in our schools. Such alterations are costly. At Mary E. Wells High School it was necessary to install intercommunicating doors so that a second exit corridor would be available to all pupils and teachers; to replace plain glass on all doors with safety glass; and to provide four smoke screens in the corridors. Wherever it was necessary, the same thing has been done in all other buildings, except the Marcy Street and Mechanic Street Schools, which will be abandoned as school buildings when the new high school is ready for use. In these two latter buildings the School Committee followed the recommendations of the local fire chief to avoid spending large sums of money for alterations.

Reading Program

The School Committee has initiated a reading program in the high school. It is evident that too high a percentage of

failures and low grades is due to the fact that some, perhaps many, pupils have difficulty in reading for comprehension. This may be caused by a lack of attention in the early grades, by a lack of concentration, by a block even in able students for which compensation must be found, or even by long periods of absence from school due to illness at critical times in a pupil's development. The program is being administered by the English teachers and, as the reader will discover in the guidance report, progress is already discernable.

Further plans along this same line include the employment of a reading specialist if one can be procured for the elementary grades beginning September 1, 1960. This is not to intimate that elementary school teachers have not been cognizant of reading weaknesses, nor that they have not done all in their power to eliminate them. Two separate investigations at the Charlton Street School two years ago, one by an official of the State Department of Education, the other by a professor from Worcester State Teachers College, resulted in excellent reports to the Superintendent's office. However, a classroom teacher with approximately thirty pupils under her charge can give only a limited amount of individual attention. A trained person in this area will enrich the entire reading program.

Testing

Each year for many years, achievement tests have been given in the elementary schools. The results in each grade are then compared with the respective grades throughout the country, thus giving us a means of knowing how well we are doing in year-to-year preparation of our young people. Results have been uniformly good. Our students, invariably, have been above national averages.

In casting about for some means of measuring high school achievement in a similar fashion, we decided to give what are known as cooperative tests. These are subject matter tests given toward the end of the year, and the results so obtained may be compared with results in hundreds of other high schools throughout the nation. These were given only in major subject fields this last June but will be all-encompassing at the end of this year. By this method, weaknesses in instruction can be discovered; and since these tests are intended mainly as an aid to better teaching, even higher standards than are now apparent at Mary E. Wells High School should result.

Heads of Departments

Three heads of departments were appointed last June, their duties to become official on September 1, 1959. These appointments were made in the departments of English, commercial subjects, and science. Their purpose is to integrate the

work of these departments by eliminating repetition and making sure that all the work in English, for example, is covered in the four years of high school. This is probably just a start, and other members will be added to the administrative staff when it seems feasible to do so. This will probably be true when it becomes necessary to plan the program of the new school and to develop educational coordination between the anticipated junior high school and the high school.

PER PUPIL COSTS

Each year the Division of Research and Statistics of the State Department of Education compiles the figures of the previous year and derives from them a comparison of the number of pupils and the total amount of money spent which is known as the cost per pupil for each town. The cost per pupil in Southbridge for the year beginning July 1, 1958 and ending June 30, 1959 was \$259.99 in the elementary schools and \$333.55 for Mary E. Wells High School. Trade schools are excluded from the tabulation.

The average for towns of 5000 population or over, the category in which Southbridge is placed, was \$278.62 per pupil in elementary schools and \$398.12 for high schools. The average for the state was \$284.58 per pupil in elementary schools and \$401.02 for pupils in high schools. The comparison may stand out more clearly in the figures that follow:

Per Pupil Costs

	Elementary	High School
Southbridge	\$259.99	\$333.55
Average of Towns of 5000 population or over	278.62	398.12
Entire State	284.58	401.02

RETIREMENTS

Two teachers, each of whom had given many years of faithful service to Southbridge and its children, retired at the end of the last school year. Both Miss Ruth Sampson and Miss Bertha Foley exemplified the highest qualities of the profession of which they were members. They take with them as they enter the years of retirement, so richly deserved, the best wishes of all who knew them.

REPORT OF MARY E. WELLS HIGH SCHOOL

DR. JAMES M. ROBERTSON, *Principal*

The enrollment for the year 1959-1960, as of October, is divided as follows: Seniors—112, Juniors—136, Sophomores—133, Freshmen—148, Eighth Graders—34, Seventh Graders—35, Post Graduates—2, making a total of 600 students.

Program of Studies

Diplomas are granted upon completion of three different courses; namely: Academic, Commercial, and Civic-Social.

Ninety-seven pupils were graduated on June 14, 1959, and their names are included in this report for the information of interested citizens.

Class of 1959

Catherine Mildred Apté	Ronald Cyrille LaFrance
†* Judith Ann Barnes	* Ann Lamarine
* Theodore Albert Bartlett	Andre Joseph Lamarre
John Thatcher Bates	Mary Theresa Langer
†* Kathryn Louise Berry	†* Jacqueline Jean Lapointe
†* Marilyn Jane Blanchard	* Janice Ann Laughnane
††* Leo Paul Boucher	Robert Arthur Lavallee
Alfred Armand Boudreau	Norman Henry Leathers
†* JoAnn Theresa Bozzo	* Patricia Ann L'Homme
Richard Dana Brockway	* Mitchell Joseph Liro
†* Margaret Ann Bumpus	Jane Ann Lockhart
* Jeanne Marie Carpenter	* Domenica Maria Lombardi
* Vasiliki Bessie Chrisikos	* Leonore William Loranger
Anthony Joseph Ciesla, Jr.	* Lorna Lee Lusignan
Ronald John Ciesla	Judith Ann MacLaren
†* Elisabeth Anne-Marie	James Harvey McKinstry
Coderre	* Joan Frances Malboeuf
* Helen Ann Congdon	* Robert Joseph Manchuk
Karen Bloom Dall	Gail Marie Micheli
Joseph A. Damian, Jr.	Mary Ann Miller
†* Arthur F. Darley, Jr.	†* Anne Mongeau
John Edward Davey	John Thomas Moran
* Anna May DeAngelis	Peter Athanas Nasse
†* Mary Catherine Delehanty	Robert C. Nickerson
Paul Leo Devlin	* Norma Ann Ohop
* Marcia Ann DiLorenzo	†* Alexandra Papaloucas
†* Patricia Louise Duclos	Chauncey Robert Phipps
Raymond Duda, Jr.	Richard Francis Pollone
* Elizabeth Joyce Dunn	Virginia Rapo
Richard Michael Farland	†* Elaine Mary Robida
* Paul Frederick Ferron	Arthur Joseph F. Rourke
Rita Ann FitzGerald	†* Joan Loraine Rubenstein
† Warren George Fletcher	†* Joan Charlotte Russell
* William Gaskell, Jr.	†* Peter Christopher Ryan

- * Muriel Annette Gaulin
- Walter Gauthier
- * Pauline Ann Girard
- * Joyce Carol Gobeille
- †* Laurie Joan Gravel
- †* Gordon Arthur Hackett
- Beverly Jean Heck
- Catherine Marie Higgins
- Ralph John Iozzo
- * Barbara Ann Jolda
- * Patricia Sylvia Jolin
- Eleanor Lingham Kimball
- Mildred Fay Knowles
- John Alexander Kress
- Elizabeth Anita LaFleche
- * Richard Alfred LaFleche
- * General Average of 80% or above for four years
- †* Members of the National Honor Society
- ‡ Veterans—Returned to Wells High to complete course

The Southbridge Plan

The enriched program for rapid learners was continued for the second year. The plan calls for a careful screening of ninth grade pupils. I. Q. tests, aptitude and achievement tests, and outstanding ability in all elementary school subjects were the factors used in selecting twenty-six students to undertake the program. Each pupil carries five major subjects each year while in high school and adds calculus and advanced physics in the senior year. The program is as follows:

Grade 9

Required (no electives except for extracurricular activities)

1. English 101
2. Algebra 301
3. Plane Geometry 302
4. General Science 601
5. Latin 206

Grade 10

Required (five major subjects)

1. English 102
2. Algebra 303
3. Biology 602

Electives (two major subjects)

4. Latin 207
5. French 201 (required if students do not elect Latin II)
6. Civics 501
7. Modern History 503
8. Mechanical Drawing 703

Grade 11

Required (five major subjects)

1. English 103
2. Chemistry 603
3. College Math 304
4. Latin 208
5. French 202 (required unless two years of Latin have been taken)
6. Civics 501
7. World History 502
8. Mechanical Drawing 703

Grade 12

Required (five major subjects)

1. English 104
2. U. S. History 504
3. Advanced Math (calculus and differential equations)
4. French 203
5. Problems of Democracy 505
6. Sociology 506
7. Physics 604
8. Typing 406

Pupils may choose *one* from the following list of activities each year:

Art 901	A Cappella Choir 904
Band 902	Boys' Glee Club 905
Girls' Glee Club 903	Public Speaking 907
Dramatics 906	

Twenty-six pupils were selected with the approval of the parents of these pupils. One pupil asked to be released from this program.

Improvements in the School Plant

There have been several major improvements in the school building. These include:

1. Additional lockers purchased and installed on the second floor, bringing the total number of lockers to 360 and affording locker space for 720 students.
2. Two additional rooms equipped with modern movable furniture; namely, rooms 122 and 124.
3. The installation of modern lights in two rooms.
4. A remodeled science laboratory with a portable science table.

Guidance Department

The work of the Guidance Department will be covered in the report of the Guidance Director, Mr. Gilbert Lamarre.

The Commercial Course

The commercial program includes: shorthand, typewriting, bookkeeping, comptometry, filing, office practice, and all general business courses. The cooperative program with industry is still in operation. The program takes place in the last semester of the senior year and permits pupils to alternate work weeks with instruction weeks.

The equipment of the Commercial Department is kept at maximum efficiency. Last year one IBM Key Punch Type 26 was rented and installed in the calculating room so that a

limited number of business pupils can be trained to meet the needs of local industry. This year all program cards were key-punched on this machine and stored with the aid of the American Optical Company. Each pupil has training for one period a day for five weeks which is equivalent to twenty-five hours. A total of fifteen pupils are able to receive this minimum amount of training this year.

The College Preparatory Course

The college preparatory course prepares pupils for all leading universities and colleges in the country. Many of the pupils receive large scholarships, a tribute to their own industry and a tribute to the excellent instruction of their teachers. Pupils from this course have entered such leading institutions as: Cornell, Connecticut College for Women, Brown University, College of the Holy Cross, Tufts, Dartmouth, University of Massachusetts, Boston University, University of Michigan, Worcester Polytechnic Institute, Clark University, Rensselaer Polytechnic Institute, Massachusetts Institute of Technology, Harvard, Smith College, Mount Holyoke, Wellesley College, Simmons College, Columbia University, University of Connecticut, University of New Hampshire, Williams College, Colorado College, Ohio State University, the College of New Rochelle, California Institute of Technology, Georgia Institute of Technology, Pennsylvania State College, Northeastern University, Westminster College, Bates, Missouri School of Mines and Metallurgy, Colby College, Purdue University, Michigan School of Mining and Engineering, Michigan State, Springfield College, plus most of the leading business colleges and nursing schools.

The Seventh and Eighth Grades

One eighth grade and one seventh grade of the school system are housed in the high school building. The pupils receive the program opportunities of the high school, and they are eligible for all high school activities, including sports.

This past year the Wells eighth grade entered the Science Count-Down sponsored by Lowell Technological Institute and was privileged to have the Worcester County winner in James Bucknam.

Student Council Activities

The Student Council of the Mary E. Wells High School plays an important part between students and administration. This organization is under the direction of Miss Rose Brodeur. The values of the organization are manifold.

1. Pupils participate in or manage extra-curricular affairs.

2. Responsibility, initiative, and leadership are developed.
3. Proper student-faculty relations are promoted.
4. Training in worthy citizenship is furnished.
5. The general welfare of the school is promoted.
6. The internal administration of the school is aided.

The Fred E. Corbin Chapter of the National Honor Society

The local chapter of the National Honor Society, named in honor of the late Mr. Fred E. Corbin, inducted thirty-five members during the past year. The most recent induction was honored by Attorney Harold Peterson, Town Counsel, who spoke at the ceremony.

The following young people were inducted into the society during the past year.

March 1959

Seniors

Judith Barnes
Anne Mongeau
Mary Delehanty
Laurie Gravel
Janice Thompson

Juniors

Maryalice Dion
Pauline French
Louise Gardner
John Harrald
Charles Havener
Judith Hmielowski
Dorothy Kochanek
Albert Labelle
Ronald Levesque
Susan Palmerino

November 1959

Jana Foss
Susan Gascoigne
Joseph Libuda
Louise Livernois
Gail Osimo
Claudette St. Cyr
Shirley Szydlik

Gloria Asselin
Mary Elaine Bousquet
Mary Jane Bousquet
Suzanne Delehanty
Judith Dufault
Judith Dupaul
Patricia Gallery
Marcia Houde
Helen Iacobucci
Mary Ellen Morin
Janice Smolen
Patricia Splaine
William Orzech

Assemblies

Assemblies are held every other week. These assemblies are of immense value to any student body inasmuch as they are not only educational but explore the various phases of school life. Furthermore, they widen and deepen the interest of the pupils and serve as a means of developing public opinion and

appreciation. The types of assemblies fall into many categories, such as:

1. Education	7. Entertainment
2. Music	8. Honor Society Installation
3. Rallies	9. Science
4. Drama	10. Commerce and Business
5. Club Programs	11. Observance of Special Days
6. Movies	12. Guidance

The assemblies are held in the auditorium of the high school.

Recommendations

There are several recommendations I would like to make at this time.

1. That more lockers be installed until enough are furnished to take care of all pupils' personal belongings, coats, rubbers, etc.
2. That money be appropriated for assembly programs.
3. That after ten years of consecutive service, teachers and administrators be given sabbatical leave for study or travel.
4. That a yearly allotment of not less than \$1,500 be appropriated for the band—an unusually worthy group which has been self-supporting.

I wish to express my appreciation to the townspeople for their continued efforts in behalf of the Mary E. Wells High School, and I extend my thanks to the School Department for support.

* * *

REPORT OF THE UNIVERSITY EXTENSION AND EVENING VOCATIONAL COURSES

DR. JAMES M. ROBERTSON, *Director*

Classes in evening vocational subjects were offered again this year and proved to be very well attended. The following vocational classes were started:

Elementary Sewing	Two classes
Advanced Dressmaking	One class
Tailoring	One class

University Extension classes were offered in the commercial and academic fields:

Elementary Typewriting I	One class
Elementary Stenography	One class
Business English	One class

These classes were conducted under the supervision of the State Department of Education and were instructed by accredited teachers.

Other classes in the vocational, commercial, and academic fields will be offered when the demand for them is sufficient to form such classes.

* * *

REPORT OF COLE TRADE HIGH SCHOOL

RAYMOND L. W. BENOIT, *Director*

Warren Kornberg, in writing for the Boston Sunday Herald said, "The American habit of considering individual achievement in terms of status, elevation on one side or another, is creating a problem with far-reaching effects in American scientific and technical progress." Dean Ashley Campbell of Tufts University, College of Engineering, said, "Try sitting where I am and telling a doting parent that his son is not right for engineering school but would make a first-class technician. He holds up his hands in horror."

The need for skilled technicians is becoming acute. A cursory survey made by the Director shows this condition to be true in the Southbridge employment area. At this point I feel that the term "technician" should be defined. A technician is one who has completed training on the thirteenth- and fourteenth-year level. At present there are five graduates of the Cole Trade High School who are pursuing such a program at their own expense. I believe that this level of training is a function and responsibility of the local community, and I recommend it most highly.

We are proud of the new floor coverings and the boys' toilet facilities which the School Committee provided for us. We at Cole thank the Committee for these improvements.

GRADUATES — 1959

Cabinetmakers

Beck, Raymond Leonard	Benoit, Clifford Allan
Galipeau, Richard Wilfred	

Draftsmen

Farr, Robert Christopher	Langevin, Richard Allen
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Electricians

Benoit, Paul Alfred	Orsini, Richard Louis
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Machinists

Brousseau, Edward Richard	Landry, Richard Victor
Delage, Ronald Conrad	Lapane, Albert Ephrem
Demick, Henry Joseph	McDonald, Robert Roger

Duff, Ronald Richard	Marand, Donald Paul
Farrar, David Charles	Menard, Roger Paul
Fournier, Ronald Armand	Renaud, Kenneth Henry
Gendron, Alfred Osee	Tiberii, Joseph Robert
Standley, Kenneth Wayne	

Metalsmiths

Clemence, Richard Edward	Silvestri, Anthony Charles
Dion, Donald David	Trombley, William David
Turner, Donald George	

Class Officers

President	Paul Benoit
Vice President	Richard Galipeau
Secretary	Joseph Tiberii
Treasurer	Ronald Fournier
Class Adviser	Mr. George H. Braman

Awards

American Legion Post 31 Award (Good Citizenship)	Richard Orsini
Director's Gold "C"	Raymond Beck
English	Kenneth Standley
Mathematics	Henry Demick
Science	Raymond Beck
Social Studies	Raymond Beck
Exchange Club Award (\$100)	Richard Langevin

Ccle Trade High Evening School Division

Drafting—	
Mr. George Braman	14
Mr. Leonard Keyes	19
Woodworking—	
Mr. David Knight	28
Furniture Refinishing—	
Mrs. Margaret Baybutt	44
Mr. Antonio Orsini	12
Apprentice—	
Mr. Frank Skinyon	12
Evening School Clerk — Mrs. Maureen Prokos	

In conclusion, I thank the Townspeople, the School Committee, the Advisory Board, the Superintendent of Schools, the faculty, the office staffs, and our custodian for their valuable aid in helping to make the Vocational Education Program a success in the Town of Southbridge.

REPORT OF EASTFORD ROAD, PLEASANT STREET, AND WEST STREET SCHOOLS

RAOUL O. LATAILLE, *Supervising Elementary Principal*

The difficulty of pupils to spell correctly seems to have been a major concern of American businessmen, of colleges, of parents, and even of elementary and high school teachers for many years.

This year, the elementary schools of Southbridge are making an earnest attempt to remedy this situation by making the pupils more conscious of the importance of spelling and by making spelling more meaningful for all its pupils.

The problems involved in setting up a complete and comprehensive spelling program have been numerous but with continued effort should not be insurmountable. In too many spelling textbooks, words are taught independently out of context with little or no emphasis on meaning. There has been little motivation to learn to spell except for the better student who could excel in the "spelling bee."

Our first concern was to apply a systematic approach to this problem and to recall one of the most important principles of learning that whatever is to be learned should be introduced in a meaningful situation. With this thought in mind, it was decided that new words should be introduced at each grade level in contextual settings which have more meaning and which are of greater interest to the child. Until now, spelling has been looked upon as a rote skill rather than as an essential partner to the language program.

* * *

One of the purposes of spelling must be constantly to correlate the spelling program with all other school subjects in order to make sure that pupils acquire not only a specific but a general ability both in terms of knowledge and application of spelling rules and principles and in terms of more analytical observation of the spelling of all words.

This can be done (a) by teaching spelling rules and principles during regularly scheduled spelling periods; (b) by teaching each pupil to spell correctly those words which give him the most spelling difficulty in his writings outside the spelling class; and (c) by teaching the pupils to spell any word new to them that will help them better to express their ideas in writing.

Unless the child understands the meanings of words, as applied in context, he will not use them in his writing or oral discussions. The unified approach makes a direct attack on word meanings through the control of a stimulating text with ample activities in independent writing and in the use of the dictionary.

This unified approach to spelling has and must continue to have a strong phonics and word-analysis program. Studies

show that the correlation between phonics knowledge and spelling is higher than between phonics knowledge and reading. Therefore, children need more definite and specific training in hearing sounds and in pronouncing words carefully and accurately.

In addition to the phonetic program, emphasis must be placed also in each grade on incorporating the first one hundred words in the order of frequency from a basic writing vocabulary. Also, investigations which give evidence on spelling errors must not be ignored. The Jones report of one hundred demons and the Fitzgerald report of 222 spelling demons should be included in a selection of contextual words for spelling and also for the placement of words in grades.

It is our sincere hope that our endeavors to promote the general spelling ability of all the pupils in our public elementary schools will be enhanced greatly as they advance from grade to grade. The ultimate results at the high school and college levels should definitely indicate a generally noticeable spelling betterment.

REPORT OF CHARLTON STREET, MARCY STREET, AND MECHANIC STREET SCHOOLS

R. JOSEPH RACINE, *Supervising Elementary Principal*

We are entering upon our second school year under the new elementary administrative plan of one supervising principal for three schools, with one teaching-principal in each building.

From a scholastic and administrative point of view, all indications point to a successful first year, and still more efficient operation at the outset of the second year. It has assured a more streamlined operative basis with unison of objectives throughout the elementary level.

The consistent use of the teachers' curriculum guides, which were prepared and written by members of our own faculties, has contributed much toward attainment of a high level of teaching and reaching of grade goals. Under the guidance and direction of the supervising-principal, teachers are maintaining an excellent balance between textbook and curriculum-guide content matter.

The new arithmetic textbook series is now in its second year of usage and proving satisfactory. This series, coupled with the recent science textbooks, which contain many experimental areas, makes for a sound mathematics and science curriculum.

The English language textbooks must now be replaced, after completely outliving their usefulness. Effective language instruction must be related to pupil growth and development. Readiness, orderly sequence, experimental backgrounds, and emerging interests are the basic principles upon which precise communication of ideas can be taught effectively. There must

be a continuous coordination and growth from grade to grade.

Examination sets of English books from publishers are now in the hands of the teachers, and selections will be made early this spring. Following adoption of a new English language series, these books will be in the hands of the pupils this September.

Thus, in September 1960, the elementary level will be completely furnished, in all subjects, with the latest textbooks.

Our Southbridge school system can be proud of its excellent reading program, as it is being taught in the elementary schools. We emphasize phonetics, comprehension, and the development of interpretative skills and abilities. Reading is a thinking, evaluating, and challenging activity which goes far beyond the mere pronunciation of words. We strive to acquaint the pupil with his literary heritage and to promote the love of worthy literature.

We are thankful to our Parent Teachers' Association group for the excellent supplementary sets of books with which they have endowed our schools. Our local library has cooperated closely with us in our reading program and furnishes us with varied grade-level sets, for extracurricular and book-report reading.

Our grade one classrooms are overcrowded. Individualized instruction is very difficult in classes over thirty pupils. The quality of education can never improve in a crowded classroom. If, because of limited space, we cannot have two grades one, we should have an assistant teacher in the room.

The achievement tests taken by all pupils in September revealed that pupils in general have made substantial scholastic progress of a gratifying nature. Where certain deficiencies and weaknesses existed, remedial steps were taken from the outset, and corrective procedures applied during the first term of school. In addition, to assist pupils who need special help, all grade teachers conduct a daily one-half hour remedial period after school.

The four grades eight which are housed at Mechanic Street School are doing well in all respects, working at their own level, and within their own social-age group. They are assigned the use of the Charlton Street School gymnasium for physical education and basketball league after-school games. They attend the mechanical drawing and homemaking classes in the high school building, under the supervision of their homeroom teachers.

Our accelerated classes, conducted at Marcy Street School, and comprising pupils culled from all elementary schools, have proved successful beyond our fondest expectations. Achievement tests, given in September to the entering grade six group, revealed a median of one year and five months beyond the grade level; and two years and two months beyond the grade six level for the top one third.

We seek, consistently, to provide curriculum and cultural enrichment for these groups in order to bridge the gap between potential and high scholastic achievement. Trained and organized human intelligence is the most vital power in the world today.

It is recommended that, as the two present accelerated grades go on into the upper grades, a supervisor of these accelerated groups, well versed in administration and curriculum supervision, be appointed to assure continuity and excellence of scholastic achievement, from grades 5 to 12.

It would be advisable for these accelerated groups, once they reach grade twelve, to enroll in the special classes conducted at Assumption College, Worcester, on Saturday mornings, or at other colleges in the area which may offer courses for accelerated students. Seven school systems in the suburban Worcester area are now participating in these Saturday morning special offerings.

All teachers are to be commended for their splendid and efficient work. The teacher is the key figure in any teaching-learning situation. The philosophy of life and education, the aspirations and ideals, poise and stability, as well as the relationship with children, and the kind of relationship permitted among the pupils in the classroom, greatly affects the quality of the learning experience pupils will have. In the final analysis, the excellent teacher is the backbone of any school system. A happy and contented teacher, with a sound education, who truly loves children, is a good educator. Such a teacher not only teaches the three R's, but highly prized character education, and develops moral and human-relations understanding.

I would like to express my gratitude to Mr. Fox for his continuous solicitude for the total welfare of the pupils; my thanks to Mrs. Anita Sfreddo, to Mrs. Camelia Dintini, and to Mr. Flanagan for their cooperation in all administrative endeavors; and a word of appreciation to our building custodians who maintain clean, well-kept, and comfortable buildings for our good little people.

* * *

REPORT OF THE ACCELERATED PROGRAM

EDITH A. MANZI, *Director*

The academically talented child has been challenged! Achievement at his fullest capacity has resulted.

The curriculum has been geared to the relative capability of the group. All facets of each subject have been exploited, with individual research work carried on in every desirable field. Pupils have learned the technique of evaluating information gained through research.

Overwhelming enthusiasm and a perpetual thirst for more knowledge have been satisfied through diverse methods. Mo-

tivation must be consistent. By enriching and broadening their education, by arousing their natural curiosity, and by fulfilling their interest, enjoyment in learning has been achieved.

The first research project was conducted in missiles and rockets. Through outside reading, science clubs, pupil interchange of knowledge, and current newspapers, the class had become most thoroughly informed. Culmination of the project took place with the exhibition of pupil-made missiles and rockets on Parents' Night.

Among various other projects, the Community Resources Survey, an enrichment of social studies and English, proved both fascinating and beneficial to the pupils. Leaders in industry, professional men, and businessmen were personally interviewed by the children, who were taken on tours. They returned with a tremendous wealth of first-hand information explaining how the town functions!

The "piece de resistance" has been the study of Conversational French. Enthusiasm and interest have been maintained through learning by dramatization of home and family, classroom, and everyday activities. As a child first begins to speak English in his immediate surroundings—the home—so French has been taught by using similar methods of procedure. Fluency in speaking, learning to "think" in French, correct pronunciation and accent have been stressed. The rapid learner is delighted with the foreign words and expressions and feels a sense of pride and excitement in speaking a second language. Ability in speaking French was demonstrated at the Marcy Street Parent-Teachers' Meeting in April.

Since bright children are omnivorous readers, a constant flow of a wide variety of books from the public library has been utilized. With every change of subject, a new set of books has been obtained.

Character development is of utmost importance! Pupils have been trained in the qualities of independence, initiative, sharing, and democratic attitude and behavior. Competition is always keen; at the same time each child must learn to respect the intelligence and feelings of his fellow classmates.

Teaching the accelerated class has been enhanced and stimulated greatly by the utilization of audio-visual materials such as films, filmstrips, records, and the tape recorder.

Since we all strive to get along with all kinds of people, these pupils have been made to participate actively in school sports, musical programs, art projects, and other extracurricular activities. These activities assisted the children in becoming well-rounded personalities, better-adjusted individuals—leaders!

This program is well into its second year; pupils are continuing their advancement; and we hope the accomplishments are continuously progressive.

In conclusion, I take this opportunity to extend my sincere

appreciation and thanks to Mr. Fox, Superintendent of Schools, to the School Committee, to the Supervising Principal, to the Teaching Principal, to the parents, and to all the townspeople for their whole-hearted cooperation.

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REPORT OF THE RETARDED CLASSES

CLARA M. REED AND STANLEY NAUMNIK, *Instructors*

This year, as in the past several years, we have two classes for retarded children in the Town of Southbridge. Both of these classes are taught in the high school building. One group is made up of students from ages 7 to 12 and the other group from ages 12 to 16.

Both individual and class instruction are given these pupils daily in all basic educational fundamentals. The older girls are also taught sewing and handcrafts, while the older boys are given instruction in practical arts and woodworking.

Basically, this set-up has worked out well, but much more classroom space and equipment could be utilized.

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REPORT OF SCHOOL HEALTH DEPARTMENT

LOTTIE A. LEBLANC, *School Nurse*

Eight hundred and forty-nine physical examinations were given to public school children. As a result, fifty-nine defects were found and notices were mailed to parents for their immediate attention. The reasons for these defects were: teeth, throat, ears, and feet.

There were four hundred and twenty-seven visits made to the various public schools. On these visits many activities are performed, such as physical examinations, vision tests, hearing tests, first aid, conferences with students, and accurate recordings on Health Records. The Massachusetts Vision Test, required under the State Law, was completed in all schools. Two thousand one hundred and thirty-six pupils were screened and one hundred and twenty-seven notices were mailed to parents informing them of their failures in passing the vision test. The Massachusetts Hearing machine was used in testing two thousand one hundred twenty-five pupils. Eighty-two who failed to make a perfect score were retested individually, and eighty-two notices were mailed to parents informing them of their child's failing the hearing test. First Aid was rendered to one hundred and ninety-two pupils. One hundred and ninety-six home visits were made and two thousand eight hundred and forty-three conferences were held in reference to school health problems.

One hundred and thirty-nine pupils received dental care at the Dental Clinic. Two hundred and thirty-three children received regular inoculations, and three hundred and thirty-five

received booster doses at the Toxoid Clinics given at the Town Hall. Parents are now aware of the value of this treatment for the prevention of diphtheria, and each year we find that more children have been immunized before they enter school. Registration of pre-school children was conducted by the Board of Health and the School Department. A total of three hundred and twelve children registered for the first grade, plus eleven more who registered at a later date.

This office cared for our needy children. Clothing was furnished to eleven children during the year; lenses were secured for eight; hot lunches were provided for seven; two were seen by an ear specialist; and medication was provided for one child. Three children were referred to the State Crippled Children's Clinic, and two children were referred to the Worcester Hearing League for Lip Reading Classes.

The Census of the Blind and the Census of the Physically Handicapped Children were completed and forwarded to the Board of Education. The report of the Hearing Conservation Program and the report of the Vision Conservation Program were forwarded to the Department of Public Health. Seven home teachers were provided for physically handicapped children unable to attend school. Clear Type books were ordered from the Massachusetts Division of the Blind for two children. Three appointments were made for three children to be tested at the Wrentham State School, and one appointment was made for a student to be tested at the Belchertown State School.

Pre-school children and students in grade one were given the opportunity to participate in the Salk Vaccine Polio Clinics at the Town Hall. A total of five hundred and twelve children were inoculated.

Teamwork made it possible for us to accomplish such a tremendous amount of work. In conclusion, I wish to take this opportunity to thank everyone who contributed in any way to the success of our 1959 Health Program.

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REPORT OF PHYSICAL EDUCATION DEPARTMENT

DR. LEWIS A. KYRIOS, *Director*

Our Physical Education Program has been organized into three distinct phases: regular physical education classes, controlled recess program, and our after-school athletic program.

In our regular physical education classes, all the Cole Trade High students, eighth-grade boys and girls at the Mechanic Street School, and students in the upper elementary grades at Charlton Street and West Street Schools participate one hour each week in regular classes. Tumbling, stunts, calisthenics, relays, and games are emphasized. This program is flexible in order to provide a wide range of activities for the many interests and needs of the students.

In addition to the above activities, physical fitness and proficiency tests are given to the high school and eighth-grade students. The tests are designed to motivate and to increase athletic sports participation for the development of physical fitness. They are considered well within the "Safety Zone" and capacity of the average healthy boy and girl.

Our controlled recess program has been organized to meet the needs of all students in Grades I to V in our elementary classes. The program has been organized by the Director and administered by the classroom teacher. The program includes the following activities: group games, relays, story plays, and athletic games. In two of our elementary schools one gym class a week has been authorized for each grade.

The after-school athletic program has been organized to give the elementary and 8th grade students an opportunity to participate in competitive sports with proper supervision. Touch football, basketball, and baseball are offered to the boys. The girls may participate in handball and softball. Coaches have been appointed to insure proper supervision. Schedules are carefully prepared to protect the health needs, and safety of the students. Proper equipment and facilities are available.

* * *

REPORT OF ART DEPARTMENT

CLAIRE BIRTZ, *Director*

Because of the increasing number of classes in all elementary schools in Southbridge, the integrated art program now starts at the fourth-grade level, with some supervision in the first three grades.

Elementary art and the high school art classes are still being taught by one teacher so that the time allotted to both the elementary schools and to the high school is necessarily very limited.

Art offers one of the earliest means of personal expression and satisfaction for a child, and our classroom teachers, being cognizant of this fact, are working very hard to keep the art program on a high level.

Our high school students are benefiting from the integrated art program. It is now possible for high school students to go on to much more advanced work. Students with superior ability are doing serious art work. Examples of their excellent paintings will be on display in May when we celebrate Massachusetts Art Week, as proclaimed by Governor Furcolo.

Until we transfer to the new senior high school, we shall continue to be very seriously handicapped. We need a walk-in storage room for materials, shelves on which work in progress could be stored, better lighting display cabinets, two sinks to speed cleaning-up, a painting area, and a craft center. There should be well-lighted display cases in the corridors or in the

auditorium of our school to display examples of students' fine work, and loan exhibitions of paintings and other related arts and crafts—some of them native to our section of New England. This would help broaden the practical understanding and appreciation of art of the whole student body. Many students, when exposed to such fine exhibitions, become much more aware of fine workmanship.

Only a few of our art students will become art teachers or enter the professional art field, but all will utilize art knowledge every day of their lives. In addition, many students will join the growing ranks of adult art hobbyists, once they have had the stimulating experience of working with fine tools in modern surroundings.

A modern art center should be open all day, so that students can use free time to good advantage. A combination of studio and craft center in our new school can become the focal point of both high school students and townspeople. More and more adults in Southbridge are beginning to show interest in art, and many of these people would be greatly interested in viewing the many fine exhibitions which can be brought to our school. A modern art center would not only enrich the lives of our student body but could also become the cultural center of our town.

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REPORT OF THE AUDIO-VISUAL DEPARTMENT EDWARD DESROCHES, *Director*

The sole purpose of the Audio-Visual Department, and the only reason for its existence, is to provide equipment, materials, and ideas that will help teachers teach more effectively. Research and experience continue to remind us that children learn more, learn faster, and remember longer when audio-visual instructional materials are used to teach them. Southbridge teachers are becoming more and more cognizant of these findings as evidenced by their increased use of audio-visual materials during 1959.

Audio-Visual Uses

Once again, the educational film received the greatest emphasis in the instructional program during 1959. More than three hundred films were used in the following programs: Elementary, High School, Trade School, and Guidance.

In addition to the educational film, teachers made frequent and effective use of the filmstrip, lantern slide, record, and tape recording throughout the year.

New Services

The Audio-Visual Department broadened its services to teachers in three ways during 1959.

A film library of forty-nine carefully selected Coronet educational films was purchased and made available to the teachers of the school system. Then a catalog, containing descriptions of the forty-nine films and a Utilization Chart, was distributed to every teacher. To complete this exceptional service, Teachers' Guides which include a general statement on the film's purpose, excellent background material, suggested class activities, and related reading references were also made available to every film user.

Facilities and materials for the use of educational television were made available to teachers early in October as our second added service.

In late September, the Southbridge Public School System became a participating member of the 21-Inch Classroom which is presented over WGBH-TV, Channel 2, Boston, by the Eastern Massachusetts Council for School Television. The 21-Inch Classroom was conceived and organized to supplement and to enrich the school curriculum by bringing to the classroom resources that would otherwise be unavailable.

In order to make it possible for teachers to take advantage of the excellent programs offered, a television set was placed in every school but one. Teachers' Guides covering the various programs were also distributed to the participating teachers.

The 21-Inch Classroom offered the following programs during 1959: Science, Literature, Music, Exploring Nature, Focus: United States Foreign Policy, Lines and Shapes, President's Conference, and Parlons Francais.

It is still too early for us to evaluate with a great deal of accuracy the total effectiveness of this entirely new approach to learning. However, on the basis of the reports and comments we have received from teachers who have already made effective use of this teaching medium, it appears that educational television holds a very favorable position as a valuable new adjunct to classroom learning.

Our third added service to teachers included a unique film library which we received from the Massachusetts Mutual Life Insurance Company for our permanent use at no cost to us.

Each of the twenty-seven films in this library is made up of selected portions from past Screen News Digest releases which have been edited and classified by subjects to form a permanent film library.

The Screen News Digest is a monthly news film with timely feature stories and historical reviews and is distributed regularly through the secondary schools of Central Western Massachusetts as a public service by the Massachusetts Mutual Life

Insurance Company. Southbridge teachers have been using this film in their classrooms for the last four years.

The three added services described above represent, perhaps, the greatest development of audio-visual facilities in any one year since the inception of the Audio-Visual Program in Southbridge.

New Equipment and Materials

Two main equipment purchases were made in 1959—a 3 3/4" x 4" projector for Wells High School and a 70" x 70" Radiant "Educator" screen for Eastford Road School.

In addition to the above purchases, tapes, filmstrips, and records were also added to the Department during the year.

Community Services

The services of the Audio-Visual Department were extended to many community organizations during 1959. Equipment, materials, and operators were provided for the following organizations: Rotary Club, Exchange Club, Knights of Columbus, Junior Chamber of Commerce, Mothers Club, Girl Scouts, Association for the Mentally Retarded, Junior Red Cross, Office of Civil Defense, Pilsudski Polish-American Club, and the Sitz-markers Ski Club.

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REPORT OF THE CHORAL MUSIC DEPARTMENT Grades VII - XII

JUDITH A. BROCKWAY, Supervisor

The main performance activity of this department, during the spring, was the choral section of the various graduations. Much time and energy were put into preparing for these occasions. The Cole Trade High School Glee Club sang for its graduation on June 10; the Wells High School seniors sang for their ceremony on June 14; and the eighth grade chorus sang for its graduation on June 17.

In early April, one member of the Wells chorus participated in the All-State Chorus in Hyannis. This is a choral group of approximately two hundred students selected from all the public high schools in Massachusetts. This is a great honor for any pupil, and I am certain that ours will never forget this wonderful experience.

The 1959-1960 school year finds us with changes in scheduling and events. The Wells High School Chorus now meets within the school day program (two periods in which pupils with study may join the chorus). We also have a classroom expressly for our own use. This group has sung for the Honor Society Induction; has presented a Christmas program for the Wednesday Club of the Elm Street Congregational Church;

and has presented the Christmas Assembly, in conjunction with the band, at the high school.

The Cole Trade High School Chorus, which met for the first term in the Cole Trade building, has been transferred so that this class now takes place in the music room at the high school. These boys enjoy singing and are capable of doing an excellent job with their choral music.

In November, five chorus members (three from Wells High and two representing Cole Trade High) took part in the All-District Chorus in Shrewsbury. On December 8 four of these students auditioned for the All-State Chorus which, this year, will be in Worcester. The results of these auditions will not be known for several months, but we are all filled with hope and anticipation that some of our students may be selected.

Theory review, music history, and a great deal of singing are the basic activities in the eighth grade General Music program. Each eighth grade has one forty-minute lesson per week.

All seventh grades have reviewed the music theory presented through the first six years of their schooling and have gone on to learn new theory and history, which will be of help to them as they progress toward singing three- and four-part harmony in mixed choral groups. Work on rounds has been done by these groups to show that singing is fun and much more interesting when done in parts rather than in unison.

As we look toward the second half of this school year, we see many musical events before us in which our students will be taking an active part. In order to do a truly good job in any of these programs, we must have added participation, co-operation, and interest on all sides. With a little more encouragement from the parents, we might have a greater number of pupils taking part in the groups available to them. Glee Club at the high school level is for anyone who likes people, enjoys taking part in the activities of a group, or finds himself humming or whistling as he walks or works.

Music is all around us; we can't live without it, for it is the expression both of our times and of generations past. The young people of today should take part in music during the school day for with it they will be rounding out their lives with art and beauty.

* * *

REPORT OF INSTRUMENTAL MUSIC DEPARTMENT

PAUL J. SWEET, *Director*

Several things stand out prominently as definite accomplishments of the band during the past year.

First, the high school band has continued to improve both as a marching and as a concert band, having performed for several local and out-of-town parades, and for the football games.

Second, at both the Tantasqua and the Wachusett foot-

ball games it presented, for the half-time show, a novelty in New England high school circles by offering a precision type marching drill set to music. This type of presentation requires split-second timing and is not usually performed by New England high school bands. For the Thanksgiving Day football game with Bartlett High School, it presented a pegeant-type show depicting the landing of the Pilgrims on Plymouth Rock. Both shows were well received by a capacity audience.

Third, the forty-two piece band took part in the C. Y. C. parade, October 18, 1959, in Worcester, Massachusetts, and also in the local Jimmy Fund and Hallowe'en parades.

One of the musical high lights of the year was the annual Christmas assembly program, December 23, at which time the high school band and Glee Club combined forces in presenting a concert which was well received by the student body.

We were honored, this year, by having two of our outstanding band members selected to play with the Worcester County All-Star high school band at a concert held November 6, at the new Shrewsbury High School. They were band secretary, Mary Jane Bousquet, and band president, Walter Belanger.

Our Junior Band continues to do well and at present has an enrollment of fifty-two members. This is an improvement over previous years. They marched in several local parades and performed creditably for the eighth grade graduation this past June.

* * *

REPORT OF ELEMENTARY SCHOOL MUSIC

ROSALIE RUBENSTEIN, *Elementary School Music Supervisor*

The purpose of teaching music in the elementary grades is threefold: first, to make it possible for the largest number of children to participate correctly and tunefully in singing; second, to develop a love and taste for good music; third, to teach as many of the principles as possible and to furnish practice in sight singing.

Based on this concept, the following program has been established and is presently being followed in the elementary grades:

Grade one: fundamental rhythm as expressed by variation in movement such as running, walking, skipping, etc., and concentration on the improvement of monotones.

Grade two: a continuation of the program of assistance to monotones and the introduction of the reading of music.

Grade three: a continuation of the reading of music in rote and note songs.

Grade four: advanced work in note and time value and the introduction of part singing in rounds.

Grade five: the continuation of rounds and the introduction of two-part singing.

Grade six: the continuation of rounds, two-part singing and the introduction of three-part singing.

The plan outlined above is designed to develop a love for music in the elementary school child; to teach him the physical symbols of music; and, above all, to enable him to read music at sight.

* * *

REPORT OF CAFETERIA

EDITH M. FREEMAN, Supervisor

The cafeteria has returned to its regular schedule, and it is feeding from 425 to 525 each day. The participation is very good. The high light was the Christmas dinner at which six hundred were served.

The number of pupils from Marcy Street School has increased to an average of about sixty-five daily.

The Elementary School Milk Program continues on the same high level.

The Southbridge Evening Women's Club has provided money for free lunches for the pupils who cannot afford to pay. I wish to thank this organization for its generosity in providing additional nutrition which is so essential to children.

* * *

REPORT OF PLAYGROUND DEPARTMENT

DR. LEWIS A. KYRIOS, Director

The playground season began on July 6 and ended on August 14, a period of six weeks. The activities were conducted at the following areas: Charlton Street, Eastford Road, West Street, and Pleasant Street.

Personnel

Dr. Lewis A. Kyrios Director
Mrs. Kathryn Beauregard Supervisor of Arts and Crafts

Pleasant Street

Supervisor Miss Diane McKinstry
Assistants Mr. Richard Farland
Miss Mary Fitts
Miss Joan Malboeuf

West Street

Supervisor Mr. Bernard Pouliot

Assistants	Miss Elisabeth Coderre Miss Mary Spielman
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Eastford Road

Supervisor	Mr. James Puracchio
Assistants	Miss Barbara Michaels Miss Jacqueline Lapointe

Charlton Street

Supervisor	Mr. John Kowalski
Assistants	Miss Ada Tieri Miss Diana Costa Miss Janice Laughnane

Enrollment and Attendance

Total Enrollment	1,100
Average Daily Attendance	440
Average Percentage Attendance	40%
Largest Daily Attendance	600

Activities

The Playground Program was divided in the following manner:	
First Week	Organization Week
Second Week	Sports Program
Third Week	Competition Week
Fourth Week	Amateur Shows
Fifth Week	Playoffs, Sports
Sixth Week	Arts and Crafts Exhibit

Arts and Crafts

Under the capable supervision of Mrs. Kathryn Beauregard, the Arts and Crafts Program was outstanding. Each playground conducted an Arts-and-Crafts Exhibit at their particular area. Over 3,000 pieces were made, and many new articles were introduced.

Safety Program

The Safety Program was very successful, and the results were excellent. There were no major accidents.

* * *

REPORT OF GUIDANCE AND PLACEMENT DEPARTMENT

**GILBERT O. LAMARRE, Director
CONSTANCE E. LANGLOIS, Girls' Counselor**

Guidance can never be overemphasized. Its importance as

an integral part of the elementary and secondary school curricula is gaining nationwide recognition.

The guidance program is essentially and positively student-centered. The potentialities, aptitudes, interests, ambitions, and needs of the individual as an individual and as a member of society are the areas of investigation and of greatest concern to the guidance personnel. In order to help the individual attain his life goals and in order to encourage him to develop his potentialities, the Guidance Department offers specific services.

2. *Testing*: Tests are only tools of guidance and should not be looked upon as infallible measures of ability, aptitudes, and achievement.

Tests are scored, psychometric profiles are drawn up, and the results are evaluated in terms of student needs. Individual tests are given to students who have special problems.

Here is the Annual Testing Program of the Southbridge Public Schools:

Elementary Schools

<i>Achievement Test Battery</i> (Reading, Language, Arithmetic)	
Grade II	California Achievement Test Primary Battery
Grade III	California Achievement Test Primary II
Grade IV	California Achievement Test Elementary Battery
Grade V	California Achievement Test Elementary Battery
Grade VI	California Achievement Test Elementary Battery
Grade VII	California Achievement Test Intermediate Battery
Grade VIII	California Achievement Test Intermediate Battery

Mental Ability Tests

Grade I	California Test of Mental Maturity Primary Battery
Grade IV	California Test of Mental Maturity Elementary Battery
Grade VII	California Test of Mental Maturity Intermediate Battery
Grade VIII	Henmon-Nelson Intelligence Test

Differential Aptitude Tests

Grade VIII	Verbal Reasoning, Numerical Reasoning,
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Abstract Reasoning, Space Relations,
Mechanical Reasoning, Clerical Speed
and Accuracy, and Language Usage

Mary E. Wells High School

Grade IX	Kuder Preference Record Inventory California Mental Maturity-Intermediate S.R.A. Reading Record
Grade X	S.R.A. Reading Record
Grade XII	Boston University Test Battery National Merit Scholarship Examination Preliminary Scholastic Aptitude Test S.R.A. Reading Record
	School and College Ability Test College Entrance Ability Test College Entrance Examination Preliminary Scholastic Aptitude Test
Grades IX, X, XI, XII	Co-operative Tests English, Mathematics, Social Studies, Languages, Science

Cole Trade High School

Grade IX	Henmon-Nelson Intelligence Test California Mental Maturity S.R.A. Mechanical Aptitude S.R.A. Reading Record
	Macquarrie Test of Mechanical Ability Minnesota Paper Form Board Test
Grade XI	Boston University Test Battery

2. *Counseling:* All students are scheduled for guidance interviews. The guidance personnel provides group guidance talks, private interviews, field trips, and parent-teacher-pupil conferences.

In 1959 the guidance counselors interviewed approximately 630 students and parents. The chief purposes of these counseling sessions are to help the students select the proper courses of study and to help them select a career. Personality and social problems are also discussed.

3. *College and Occupational Information:* Information about colleges and future occupations is readily available in the Guidance Office. Applications to colleges, local and college scholarship information, and college board examination bulletins of information are all in the realm of the guidance services.

In 1959 one hundred and seventy students visited nineteen colleges, nursing schools, secretarial schools, and technical schools.

The graduating class of 1959 was a good one. Here is a composite picture of what happened to the graduates:

Students	Number	Percentage
Entering Degree Granting Colleges	34	34.35%
Entering Nursing Schools	5	5.05
Entering Other Schools	17	17.17
Entering Business Schools	8	8.08
Entering Military Service	7	7.07
Entering Labor Market	28	28.28
	—	
	99	100.00%

4. *Job Placement:* In 1959 part-time employment for pupils was very plentiful. Fifty-nine new jobs were filled through the Guidance and Placement Office.

5. *Reading Developmental Program:* In order to give the students the opportunity to improve their reading and study skills, a reading development program has been introduced at the Mary E. Wells High School. Even though this program is still at the experimental stage, the results are already tangible and tests scores confirm the progress of the students. In next year's annual report the Guidance Department will give the complete chart of progress made by the entire student body. We plan to extend this program to Cole Trade High School next year if the results prove this program to be as beneficial as we now think it is.

Recommendations: For the welfare of the students who have emotional problems, we recommend that a visiting school psychologist or psychiatrist be provided for the Guidance Department.

In conclusion, we wish to thank all the people who have helped us throughout the past year. Without the cooperation of these people, our efforts to help the students would be futile.

REPORT OF ADULT CIVIC EDUCATION

CONSTANCE M. L'ECUYER, *Director*

At this time I wish to make it known, again, that only one paper must be filed to gain Citizenship status after five years of residence. Wives or husbands of citizens can file after three years of living in the United States. Everyone must be fingerprinted, and we are most fortunate to have the Southbridge Police Department do all local records.

Last year few people in evening classes were ready for Naturalization, so no class in History was held. Individuals were taught privately by the Director.

As the primary aim in our civic education classes is to teach an immediate English vocabulary, the first two years we stress reading, writing, and spelling. In the advanced class these adults are prepared for Citizenship.

During the last year we had a variety of people in our classes: One person is now operating an import grocery store in Worcester; another has opened a restaurant in Springfield;

still another, who worked in the mines of European countries, has bought a home here; a high-ranking foreign army man is now able to translate into English, for the State Department in Education, the articles he writes for the Voice of America. This radio program is beamed to refugee camps everywhere and to the people behind the Iron Curtain. A newspaper man from Haiti attended to gain ability to read the American newspapers more intelligently.

The State Department has recommended that several people from out of town attend our classes as they are the nearest in this section.

I believe that the Evening Civic Education Classes of Southbridge are fulfilling their mission of teaching the foreign-born as much as the length of courses will permit.

There has never been an instance when any adult taking the full course has been denied Citizenship on the first application.

Today all who present themselves must be able to read and write simple English and to know the principles of American Government. Some who have tried to pass the examination without attending evening school have failed, and they are now attending classes.

During the year, help is given these new arrivals in filing papers for themselves or their children; in making out Alien Reports; in trying to get relatives to this country; and in giving private help with Home Study courses.

I believe that the Southbridge School Department is doing all it can to welcome and to help these people become acclimated and assimilated into the community.

CONCLUSION

In closing this report, I extend my personal appreciation for the splendid support which I have received from Staff members, the School Committee, and my associates in administration. I am deeply grateful to the various Town Department Heads for their cooperation and also to the individuals and to the groups of citizens who have devoted time and effort to assist in keeping Southbridge schools, good schools.

Respectfully submitted,
ROBERT L. FOX,
Superintendent.

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